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What it takes to be a teacher and the inherent difficulties of the teacher's situation are discussed in the introduction to this paper. The major portion of the document consists of a discussion of the preparation and development of teachers, which may be divided into three periods: (1) the pre-student-teaching period, (2) the student-teaching period, and (3) the post-student-teaching period. (BN)

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A WORD ABOUT JUNIOR COLLEGE TEACHER PREPARATION AND DEVELOPMENT

Before I became involved in the everyday details of the preparation of teachers, I had ideas, like everyone else, on the futility of teacher training practices and their efficacy. Like everyone else, I could take pot shots at "ed courses," their superficiality, the fact that they did not hit the mark for a teacher, and their inability to touch many areas which are vital to teaching.

But now that I am daily involved with the realities of teacher preparation, I realize that there are things which neither teacher-candidates nor experienced teachers always know, but which vitally affect the teacher-training process.

As an example, take the matter of what it takes to be a teacher; I mean the very act of being a teacher. I used to think that if a person declared himself to be a teacher candidate, that he was ipso facto a <u>teacher</u>. But now I see that this is not the case, What he means is "I'll give it a try," or "I think I'd like to be a teacher," or "If I find I'm good at it, I'll probably go ahead with it," or "From what I have seen as a student, it seems to me I might do well in it."

This kind of hesitation and tentativeness is not clearly seen outside of teacher-training institutions, because by the time student-teachers or teacher-candidates arrive on the scene, they have worked through much of this.

The young teacher candidate has more than his subject matter to worry about. Usually, this is the easiest part of it. Traditional college practices enable the student to get through courses, merely with exams and papers, often

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he needs little more than just these to prove themselves.

But to stand in front of students, to speak with them, to lead them toward educational objectives which have never really been thought about, this is a different matter. Teacher training institutions know well that many teacher candidates have never exercised leadership over other people, and recognize their lack of experience as leaders. Until teacher-candidates have demonstrated to themselves that they can really "take charge," they are not certain that they can do so. No wonder they feel apprehensive about taking over a class. Leadership over others is not easily taught or learned. It needs to be experienced, thought about, it's problems analyzed, relevant knowledge brought to bear; success needs to be absorbed within oneself so that one can truly <u>feel</u> competent and <u>be</u> competent. All this takes time. It usually takes help, too.

The transition from student to teacher is not accomplished overnight. For many, it is a matter of inching one's way from the world of fantasy and aspiration to the world of assurance and accomplishment. There seems no short-cut path toward feeling responsibility toward one's students and one's profession. The gradual process of developing this responsibility while concluding professional studies seems quite appropriate. Somehow, it is easy for specialists in teacher training to see this while witness to it; but from afar, it is hardly realized, let alone observed.

In most teaching situations, it hardly pays to advertise your difficulties. At best, the admitted difficulties are selective. A little "noisiness" in this class," "poor accomplishment" by the students in this one, but nothing about the real problems that gnaw at one in the middle of the night, that

make one feel truly weak -- to himself. Except for a trusted friend, there is no legitimate professional ally to whom one can admit the real problems of teaching. Tenure, face, reputation, and a professional future are at stake when one admits to basic shortcomings while on the job.

But teacher-training institutions are geared for giving this kind of help. During the student-teaching and pre-student teaching period, the candidate is helped in a continuous assessment of his abilities and shortcomings. Consultation is provided for the purpose of helping him to appreicate his strengths and his shortcomings, and for developing programs which lead to overcoming many of his difficulties. Because this is done outside of the final place of employment, the wavering and uncertain performance of the beginning teacher does not reflect upon his "professional record" which determines his future status.

Anyone who thinks that teachers will easily volunteer their serious problems to an open inspection by others, is very much mistaken. Even in the student-teaching situation, where student-teachers know they will part company at the end of the experience, many exhibit a standard defensiveness which prevents them from sharing their difficulties with one another. They want to seem competent to each other. Not only this, but many of them have problems but do not know it. They are not sensitive to their students' responses to their efforts. ("The class is dull because I drew some dull students.")

They do not realize that a more experienced, or more competent teacher could make a livelier and more productive class out of the same students.

So part of teacher preparation involves helping young teachers-to-be see the problems which surround them and, in many cases, to help them become

aware of problems which they themselves have. The young teacher is usually filled with good intentions. He soon learns, however, that good intentions alone cannot suffice for professional skill.

Young teachers go astray in many different ways. Some try to emulate their graduate courses and find their students clearly displeased. Others try to be "good guys" but find that this does not bring the productive student response that they thought "good guy behavior" would bring. Some try "being themselves," but learn that the self which they bring to teaching had better be restrained else their students will be alienated and insulted. In each of these examples, their efforts must be redirected, and in this adjustment, the college supervisor and master teacher can both provide important assistance.

Teachers, no matter who they are, and no matter how technical the field, cannot be "trained." They must be "prepared" for the complexities of dealing with other human beings; they must be "prepared" for the exigencies which teachers must face in coping with the varieties of responses to the learning experience. To consider teaching otherwise, is to down-grade the profession, to consign it to robotry. (In due time we will have our machines. Through them people will learn. But even the teachers will make judgements about the content and the process.) Teachers, if they are to be worthy of professional status and salary, must be prepared for the complexities of establishing defensible professional philosophies, curriculum goals, methods and means of evaluation. They must be helped in the arts of communication and leadership. If the job is to be truly well done, they must be helped to an appreciation of who they are as people, and the relationship of this personal quotient to their teaching style -- actualized or potential.

It is more fitting that the preparation for these vast and complicated tasks be assigned to the college or university where they may be approached in the spirit of idealism, and with the leisurely and thoughtful pace of the "student," rather than in the spirit of "training" where the teacher would be taught how to do this and how to do that.

If education is to improve, if it is to keep pace with new discoveries and social change, the young teacher must be apprised of the "possible," he must be brought to an awareness of the creative potential of all of us.

In this preparation period, he may deal thoughtfully with his own wish to improve education through the incorporation of what we now know, and what we would like to try to achieve. The atmosphere of an institution which is committed to being theoretical, and which is engaged in long-ranged research in allied behavioral fields, offers a fertile environment in which to nourish the growing abilities from which new teaching philosophies and practices will emerge. (We may recall Kurt Lewin's statement that there is nothing so practical as good theory.)

While this preparatory training is under way, the teacher candidate may be continuously involved, in one way or another, in a practical junior college situation. (See the San Francisco State Teacher Aide Program.) As an assistant to a teacher, administrator, librarian, or dean he can absorb the everyday realities of the college, and thus begin to form hypotheses concerning the resolution of the ideal with the real.

The preparation and development of teachers might well be divided into three distinct periods:

1. The pre-student-teaching period.
2. The student-teaching period.
3. The post-student-teaching period. (Phase I and II.)

In the pre-student-teaching period, the student is concerned with completing course work in his major field, in educational theory, and in doing field work which will enable him to become familiar with the junior college student and setting.

In the student-teaching period, he is given responsibility for teaching a single course under the joint supervision of a master-teacher from the junior college and a supervisor from the teacher-training institution. At the same time, he might also take one or two courses in his major field, or in the field of education, or he may be completing his dissertation.

The next phase of training occurs while he is on the job as a paid teacher. Young teachers want guidance during this very busy period, providing it is helpful. At this time, they may not be as concerned with broad, theoretical issues as much as they are concerned with the day-to-day problems they are now facing. It is here where the junior college can provide for the growth of it's own teachers, using occasional consultants to implement this program. (The City College of San Francisco program for first-year teachers under the direction of Dr. Jack Aldridge provides a good model of such a program.) It is in this phase of teacher preparation that one hopes to help the teacher to learn about the institution he is serving, it's idiosyncracies, history, traditions, aspirations, personnel, resources, special problems, and programs.

In Phase II -- as yet a rarity in junior college personnel development--the college assumes responsibility for the career development of it's experienced teachers. In this most innovative and fascinating training program, the teacher is helped to consider just where he is in the educational scheme-of-things, what his potentials are, what his accomplishments have been, and

what he can do to explore and develop his own potential for greater service and professional satisfaction. Here the junior college leadership resources are paramount because the junior college may well wish to modify and adapt it's own resources in order to help the teacher find the fulfillment and accomplishment which his potential indicates.

Such a career development program is well-known in industry where men's careers are tailored and up-graded. In education, we have complained that the only way "up" is through administration. By exploring this kind of career development, junior colleges may well solve a problem which is inherent in the junior college itself--the problem of course repetition, the narrow range of courses, a minimum of research, and a lack of graduate students to challenge and check.

Ultimately, the training of teachers involves a joint responsibility of all levels of education, all who are willing to commit their resources to the preparation of new professionals. It is appropriate that junior college master teachers lead college seminars in psychology, sociology, and other areas of teacher preparation at the teacher-training institutions. It is appropriate that college supervisors teach courses at the junior college. Through this sharing of opportunities and experiences, young teachers may be helped to see a clear and clean line between theoretical work in their pre-teaching phase, and the duties and responsibilities of professional teachers. It would be hoped that through this joint sponsorship, teachers everywhere would appreciate that their own profession has a sufficient multiplicity of responsibilities that they would not see themselves as people who are "trained," but as professionals who must undergo a life-time of preparation, under the umbrella of a variety of institutions, with a variety of experiences in order to fulfill the mandate given to them--to teach as professionals.

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